

Country Report on Holocaust Education in Task Force Member Countries

AUSTRIA

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Full report following the question guideline:

1. What official directives from government ministries and/or local authorities regarding the teaching of the Holocaust exist in your country? Please attach these directives to your answer.

In grade 8, i.e., when the students have reached the age of about 14, the curricula of 'history' in all school types provide for an intensive treatment of National Socialism, the Holocaust and acts of persecution. Therefore Austrian students receive comprehensive information concerning these issues in the course of their history classes.

Furthermore in the grades 9 to 12/13, teaching about the Holocaust is a mandatory topic in the school curricula of the comprehensive subjects 'history and social studies', 'history, social studies and civics education', 'history and civics education' (depending on the type of school; also see question 7).

National Socialism and Holocaust as well as facing the demanding contemporary phenomena of racism, xenophobia, discrimination and especially antisemitism must be core issues of an effective human rights education. Learning about these sensitive subjects also has to take into consideration the multicultural/multiethnic background of school classes.

(See Annex 1: Decree on the integral educational principle 'Civics Education in Schools' and www.humanrights.at)

2. If the Holocaust is not a mandatory subject, what percentage of schools chooses to teach about the Holocaust?

See question 1.

3. How is the Holocaust defined?

In Austria, a definition of the Holocaust seems to be common that comprises the annihilation of European Jewry but also the persecution of other groups/minorities (Roma and Sinti; euthanasia) as a result of the racist ideology of National Socialism. Sometimes the politically motivated persecution and other crimes against humanity committed by Nazi Germany and its allies are also included. In 1997, the Austrian Parliament has declared 5 May, the day of the liberation of Mauthausen Concentration Camp, as the Austrian National Day of Remembrance. Its German title reflects very well the perception predominant within wide parts of the Austrian society: 'Gedenktag gegen Gewalt und Rassismus im Gedenken an die Opfer des Nationalsozialismus'

(Day of Remembrance against Violence and Racism in Remembrance of the Victims of National Socialism). (See also question 9.)

4. Is the Holocaust taught as a subject in its own right, or as part of a broader topic? Explain the reasoning behind this decision.

Holocaust education is taught as a topic within the subjects mentioned in question 1. In Austria, it is not a subject in its own right but part of the subject 'history and civic education' (see question 1), often also addressed in the teaching of literature or religious studies, ethics, etc. (See Annex 1, Education Principle.) Teaching about the Holocaust is embedded in Austrian national history and in general in European history.

5. At what age(s) do young people learn about the Holocaust in schools? Do students encounter the Holocaust in schools more than once? Please give details.

In grade 8, i.e., when the students are around 14 years old, curricula in all school types provide for an intensive discussion of National Socialism, the Holocaust and acts of persecution.

If students attend upper secondary schools or colleges the issue is reiterated and deepened depending on the type of school:

- secondary academic schools—generally in grade 11
- three-year secondary schools—in grade 9 or 10 or 11 (depending on the type of school)
- secondary colleges—in grade 11 or 12 or 13 (depending on the type of school)

6. How many hours are allocated to teaching and learning about the Holocaust in schools?

As Austrian school curricula do not define the number of hours that have to be spent for a topic (core-curricula) and teachers are free to build their own quantitative thematic focus, no significant data are available. Yet experience shows an estimate of approximately 4–8 hours in the lower grades and 5–10 hours in the upper grades, to be realistic.

7. In what areas of study (history, literature, sociology, theology) is the Holocaust taught? In each case, briefly outline the rationale for teaching the Holocaust in this particular subject area.

Holocaust is taught as a mandatory topic in the subjects 'history and social studies' (grade 8), 'history, social studies and civics education' (grade 11 in secondary academic schools) and 'history and civics education' (in three-year secondary colleges or five-year secondary colleges; see question 1 and 5). The rationale for teaching about the Holocaust in the subject of history is to deal with it in an appropriate historical context.

In addition, teaching about the Holocaust in other subjects is intended to follow the educational principle of Civic Education, particularly in the subjects German, foreign languages, religious studies, ethics, psychology and philosophy, even though the Decree on Civic Education (see Annex 1) does not explicitly include mention of the terms Holocaust and National Socialism.

The contemporary reception of Civic and Citizenship Education includes of course learning and teaching about the Holocaust in all of the above-mentioned school subjects. As the Holocaust is a watershed event in human history, this history itself and the way contemporary societies deal with it offer essential insights and demand responsibility for remembering that past and for creating a more humane present.

8. (a) What historical, pedagogical and didactic training is provided to teachers of the Holocaust at either the university level or the professional development level in your country?

At the university level, teaching about the Holocaust is a topic in several lectures and units. During the first semester of the academic year 2004/05, for example, the University of Vienna Department of History lists eight courses dealing with National Socialism and/or the Holocaust, the University of Innsbruck Department of History lists four courses dealing with National Socialism and/or Holocaust.
(See Annex 2.)

Building on in-service seminars for teachers at Yad Vashem, Israel, the Austrian Federal Ministry of Education, Science and Culture runs the project 'National Socialism and the Holocaust. Memory and Present', which organizes teacher training, develops new methods of learning, new teaching material and fosters cooperation of teachers and teacher trainers (www.erinnern.at). The programme comprehends a major annual conference for teachers ('Zentrales Seminar') and other teacher-training seminars (for example the annual Mauthausen seminar). Teacher-networks in the Federal Provinces (Länder) have been established and numerous seminars are organized with the help of these networks.

'National Socialism and the Holocaust: Memory and Present' is also involved in developing educational programmes and new didactical approaches for the Mauthausen memorial site as well as in building a completely new organisational structure.

In-service teacher training is also provided by Federal Pedagogical Institutes (teacher training centres) in all Federal Provinces, but there are no statistics available (e.g., number of hours allocated/participants). In addition a variety of seminars is held in cooperation with 'National Socialism and the Holocaust: Memory and Present' (see [www.erinnern.at-dezentrale Netzwerke](http://www.erinnern.at-dezentrale-Netzwerke)).

The teacher training programmes deal with history (foremost with persecution of Jews, Roma and Sinti; with euthanasia etc.; with Austrians as perpetrators, bystanders and rescuers; antisemitism; the problems of restitution and bringing perpetrators to justice, as well as with the

issues of memory and remembrance or with the role of teachers as ‘agents of memory’. Of course, teaching methodology is an inherent part of every teacher training.

Since 2004, the Federal Pedagogical Academy of Linz in cooperation with ‘National Socialism and the Holocaust: Memory and Present’ runs the course for in-service teacher training ‘Akademielehrgang Pädagogik an Gedächtnisorten’ (Learning in Memorial Sites). It lasts three semesters and comprises a two-week seminar in Israel (Yad Vashem).

The Ministry and its Department for Civic Education organise an annual conference of the ‘RVZ —ReferentInnenvermittlungsdienst zur Zeitgeschichte (Scheduling Service for Guest Appearances by Witnesses and Survivors)’ as an in-service seminar for teachers that focuses on the intensified study of certain aspects of National Socialism. Since 2003, this seminar is a contribution to the Council of Europe’s in-service training programme for educational staff. Every meeting is joined by more than 100 participants (teachers, witnesses/survivors and experts).

During these conferences, teachers are able to get in touch with experts from Austria and abroad, who supply them with information on the latest research findings, current debates on contemporary history and new publications. Survivors and the testimonies they pass on to teachers as a legacy for future generations are in the centre of these seminars. Another aim is the presentation of various teaching materials (films, video-documentaries etc. comprising experiences of survivors/witnesses), and to provide adequate pedagogical and didactical support. Certainly every seminar deals with different aspects of Holocaust and National Socialism such as the persecution of Jews, Roma and Sinti, and persons with disabilities, as well as the resistance of different political, national and religious groups against National Socialism and developments after 1945 (denazification, Auschwitz trials; Austrian justice, indemnification and restitution). The 2005 seminar further dealt with gender aspects: resistance and persecution of women, sexual violence against women in concentration camps and Nazi gender-politics.

Furthermore, the RVZ arranges for schools to invite victims of the National Socialism to give lectures or lead discussions. The purpose of these meetings has always been to provide a face-to-face encounter of students, teachers and witnesses/survivors.

Annually in April, the ‘Hermann-Langbein -Symposium: Ideology and Crimes of National Socialism’ is held as a nationwide in-service teacher training seminar organised by the Pedagogical Institute of the City of Vienna, with teachers of all school types participating. This seminar is also part of the Council of Europe’s in-service training programme for educational staff.

(b) How many teacher-training sessions are held each year, and how many teachers are involved?

No data are available, see (a) above. The project ‘National Socialism: Memory and Present’ works with approximately 300 teachers annually (seminars lasting from one day up to two weeks).

(c) What funding is available for training in the teaching of the Holocaust in your country?

Funding is mostly provided by public authorities (national, Federal Provinces and local authorities).

9. Has your country instituted a national Holocaust Memorial Day? If so, in which ways is this day marked and commemorated? What difficulties have you encountered in establishing this day of remembrance in the national consciousness?

The 'National Day against Violence and Racism in Memory of the Victims of National Socialism' on 5 May was introduced in 1997 by a unanimous decision of the Austrian National Council in compliance with the decision taken on 18 October 2002 by the Conference of Ministers of Culture and Education of the Council of Europe.

At the beginning of every school year, the Ministry of Education, Science and Culture issues a decree to inform schools about remembrance days (both national and European), topical events as well as anniversaries. Schools are called upon to take account of and observe such days. **10.**

Comment: Ministry name as in question 12 below?

Has your country established a national Holocaust memorial and/or museum? What numbers of students visit this memorial/museum each year?

In Austria, a national Holocaust museum has not been established, but there is an ongoing debate about the idea. However, besides numerous memorials located all over the country—such as the Rachel Whitereads' memorial on Vienna Judenplatz—the former Mauthausen Concentration Camp is of nationwide importance as a place for remembrance and learning. Several initiatives in Austria take care of regional memorial sites (see below).

Statistics of the Concentration Camp Memorial Mauthausen (www.mauthausen-memorial.at):

In 2004 (January–September), 48,547 student visitors; 29,802 students of lower secondary schools; 3,359 students of lower secondary academic schools; in total 33,161 of grade 8. This corresponds to approximately 40 percent.

(See Annex 3 Statistics Table 1/Table 2)

Statistics of the Ebensee Concentration Camp Memorial (<http://www.ebensee.org>) (student visitors):

Concentration Camp Memorial Ebensee

2001: 1,969

2002: 2,484

2003: 2,128

Hartheim Castle—Place of Learning and Remembrance (<http://www.schloss-hartheim.at/>),
Memorial to the victims of euthanasia crimes during the years 1940–44 (educational department offering a variety of programmes)

Documentation Centre of Austrian Resistance (Dokumentationsarchiv des österreichischen Widerstandes/DÖW) (<http://www.doew.at>)

The main responsibility of the Documentation Centre of Austrian Resistance (DÖW/Dokumentationsarchiv des österreichischen Widerstandes) is research on and the telling of the history of National Socialism, resistance and acts of persecution, as well as the efforts to combat present-day right-wing extremism. As an example, the DÖW has established a database (online and/or CD-ROM) containing information concerning the fates of more than 62,000 Austrian Jewish victims of the Holocaust. Since the number of Austrian Jewish victims of the Holocaust is estimated to at least 65,000–66,000, the database is far from being complete and therefore new names are added continually.

The DÖW can be visited by classes and smaller groups by appointment and offers guided tours of the exhibition ‘The Austrian Fight for Freedom’, interviews with survivors and witnesses and also discussions on right-wing extremism. Each year, approximately 1,000 persons, mostly students and researchers, use the DÖW archive and library. In 2005, the exhibition was completely renovated. The new exhibition deals with: the development before the ‘Anschluss’ in March 1938, the persecution of Jews; the expulsion of Jews as well as the Holocaust; the persecution of Roma and Sinti, Homosexuals and persons with disabilities, the resistance of different political, national and religious groups against National Socialism; developments after 1945 including denazification, indemnification and restitution, racism and current right-wing - extremism.

This new exhibition shall also become a centre of learning for pupils, students and teachers.

Other authentic sites, memorials and museums:

- Holocaust Memorial Judenplatz
- Albertina Memorial in Vienna
- Morzinplatz, Vienna, and the Memorial for the Victims of the Gestapo in Wien 1., Saltzorgasse 6, where the house of the Gestapo was located
- Lackenbach/Burgenland
- Kreuzstadl, Rechnitz/Burgenland
- Loiblpass/Kärnten
- Jewish Museums in Vienna (<http://www.jmw.at>); Hohenems, Vorarlberg (<http://www.jm-hohenems.at>); and Eisenstadt, Burgenland (<http://www.ojudmus.or.at>) supported by private initiatives as well as partially by national and local authorities.

11. Please estimate the percentage of students in your country who visit authentic sites, and list three primary sources of funding available in your country for visits to authentic sites.

See question 10. Visits are mainly publicly funded.

12. What are the three major textbooks used in teaching the Holocaust in your country? How many pages do your school textbooks allocate to the Holocaust, and on which aspects do they focus?

Austrian teachers have the opportunity to choose from a wide range of textbooks available for the different grades and types of school for the use in the classroom. In addition, the Federal Ministry of Education, Science and Culture via its Department for Civic Education offers several more detailed textbooks especially for teaching about the Holocaust. All of them focus on National Socialism in general and the specific involvement of Austrians in the Holocaust, as well as on concentration camps, restitution, Holocaust education, etc. Furthermore, the National Fund of the Republic of Austria for Victims of National Socialism offers books for schools as learning resources and the Fund for Reconciliation, peace and Cooperation (Fonds für Versöhnung, Frieden und Zusammenarbeit, 'Versöhnungsfonds') provides materials about forced labour in Austria' (www.versoennungsfonds.at).

In 2006, the Austrian Ministry of Education, Science and Culture shall hold a conference on textbook analysis focussing on the issue of how the Holocaust is dealt with in Austrian history textbooks. This conference is a follow-up of a similar event that was organized in 1999.
(See Annex 4)

13. What strategies of differentiation are typically used to make the study of the Holocaust accessible to students of different ages and with different learning needs?

The Holocaust and the Nazi-period are mainly studied within history classes but are often also addressed in literature and religious studies classes (for example by reading the diary of Anne Frank in lower classes and different books later). The textbooks, of course, differ in content and language according to the age of the students. Additional teaching materials are provided for teaching in grade 8 and also for upper grades by the Austrian Ministry of Education, Science and Culture (for instance on learning about the Mauthausen concentration camp or a programme including audiocassettes with survivor testimonies).

In general we can assume that the awareness of the need for different strategies geared to different learning ages is still not common. Up to now, there are no detailed and well structured programmes available that start in lower grades taking into consideration the specific learning conditions and lead to a more complex and reflexive learning in upper grades. The same applies to questions of gender awareness and learning groups with different learning needs. This of course does not say anything about the initiatives teachers take to address the needs of their students.

The project National Socialism and the Holocaust: Memory and Present focuses in its decentralized networks, teacher training seminars and in-service teacher training courses on the aspect of age appropriateness in order to raise awareness of this aspect.

14. How far and in what ways is your country's own national history integrated into the

teaching of the Holocaust?

In Austrian history textbooks, teaching about the Holocaust is embedded in Austrian national history and in general European history. The booklet 'History Teaching in Austria—The Nazi Era and the Holocaust' (Annex) also gives a good overview of this question. See also question 12.

15. What are the three major obstacles to teaching and learning about the Holocaust in your country?

The Austrian Federal Ministry of Education, Science and Culture as well as scientific Institutions and NGOs working in the field of Holocaust education and/or Remembrance are well aware of factual and psychological obstacles to teaching and learning about the Holocaust.

These obstacles are the result of Austrian history itself and its related narratives . The different involvement or concern of Austrians—as descendants of perpetrators, bystanders or simple members of the Wehrmacht on the one side, respectively victims of racist ideology or of political or religious reasons on the other—is reflected in the way Austrian society remembered or declined to remember the Nazi-past following 1945.

Learning and teaching about the Holocaust has to take into consideration the individual narratives that are transmitted within families and different parts of the civil society as well as the official narrative until the 1980s that reduced Austria's role during National Socialism to its being the first victim of Nazi Germany.

Even though surveys show a decline in the disposition to express antisemitic beliefs, the educational system still has to encourage teachers to confront antisemitic behaviour and thought—especially in the context of discussing the crisis in Israel/Palestine.

In addition, the fact that a noteworthy Muslim community lives in Austria becomes a motive to develop adequate teaching methods and to strengthen teachers' methodological skills as well as their knowledge. This has to be seen in the framework of human rights education and antiracist education. Therefore, besides confronting antisemitism, other forms of racism and xenophobia also have to be addressed. A generation of well-meaning and very committed teachers sometimes does not take into consideration the special needs and vulnerability of young learners. The overload students sometimes articulate might stem from the general tendency to avoid dealing with the Holocaust because of the inherent guilt and shame but perhaps also from a teaching that is not age appropriate and asks too much from students who are too young.

Please also provide a supplementary overview of no more than two pages summarising the state of Holocaust education in your country, to give context to your answers to the above questions. You may wish to include what progress has been made in recent years; what impact (if any) membership of the ITF has had on your country; and how existing obstacles to improving Holocaust education may be overcome in the future.

Since 1978 the 'Referent/innenvermittlungsdienst zur Zeitgeschichte' (RVZ), (Scheduling Service for Guest Appearances by Witnesses and Survivors of the Holocaust or National Socialism), has arranged for schools to invite victims of National Socialism to give lectures or lead discussions. The purpose of these meetings in schools has always been to provide a face-to-face encounter of students, teachers and witnesses/survivors. In light of the fact that the atrocities committed in National Socialist concentration camps have been repeatedly denied or played down by means of the so-called Auschwitz-lie, the RVZ offers students and teachers to obtain first-hand information by means of personal interviews, discussions and the chance to ask questions.

Furthermore, the RVZ arranges for schools to invite political scientists or experts on contemporary history, who can provide information that goes beyond personal accounts by talking about National Socialism, contemporary forms of right-wing extremism and neo-Nazism. Such lectures, interviews and discussions are meant to deepen knowledge of contemporary history as specified in the curricula for such classes and form part of the educational objective bases on the principle of 'civics education'.

RVZ Conferences

Within the scope of its programme on the further training of teachers, the Federal Ministry of Education, Science and Culture has organised since the early 1980s annual meetings that focus on the intensified study of certain aspects of National Socialism. During these conferences, which are also held as teacher training seminars, teachers are able to get in touch with experts from Austria and abroad who supply them with information on the latest research findings, current debates on the Holocaust, National Socialism and contemporary history and new publications.

The conferences held since 2000 are part of the Council of Europe's In-service Training Programme for Educational Staff, in 2004 under the topic 'Teaching remembrance' focusing on 'Holocaust/Genocide and Human Rights in the 20th Century'. The 2005 seminar for instance, dealt with gender aspects: resistance and persecution of women, sexual violence against women in concentration camps and Nazi gender-politics. Every conference has been joined by more than 100 participants (teachers, survivors and experts).

According to this programme and to promote teaching about the Holocaust and the history of National Socialism in schools, the Austrian Federal Ministry for Education, Science and Culture offers information, publications on both general and particular aspects of National Socialism and Holocaust, concentration camps in Austria and survivor testimonies.

(See Annex 4)

In 2000, the Austrian Ministry of Education, Science and Culture (Department for Bilateral Affairs and Department for Civic Education) has established an educational project for teachers in the Austrian education system, 'National Socialism and the Holocaust: Memory and Present'. It intends to transfer historical knowledge as well as methodological-didactical approaches on the Holocaust and to emphasize their importance for the present. A sense of the ethical dimension is important because the project aims to activate both knowledge and ethical understanding among

learners. The structure of the project corresponds to the three levels on which National Socialism and the Holocaust are discussed today: decentralized networks operate on the local/regional level, the national level is reflected within the central seminars and the international discourse in the seminars at Yad Vashem, Jerusalem, Israel (see the project's Web site <http://www.erinnern.at>).

Austria is a very active member in the CoE Working Group on the Day for Holocaust Remembrance and for the Prevention of Crimes against Humanity.

In general, Austrian membership in the ITF has considerably contributed to foster increased awareness in the Austrian Educational System as well as in the scientific community; it has furthermore encouraged many initiatives within the administration as well as in non-governmental organizations.

Annex 1
CIVICS EDUCATION IN SCHOOLS
Decree on the integral educational principles

I. Principles

In order to perform the comprehensive tasks set forth in Section 2 of the School Organisation Act, Austrian schools have to make appropriate provision for the civics education of their pupils and students. Civics education is a prerequisite both for individual development and for the development of society as a whole. In a time characterised by growing complexity in all spheres of life, civics education contributes proactively towards shaping society and translating democracy into practice. A major concern of civics education is to educate students towards a democratically inspired awareness of Austria, towards pan-European thinking and open-mindedness supported by an understanding of the existential problems of humankind. Civics education takes its lead from an understanding of democracy which sees no contradiction in recognising, on the one hand, legitimate government and authority and, on the other hand, the postulated identity of those who govern and those who are governed.

However, it focuses on the issue of how governance and authority are recognised as rightful by society. A democratic community will be guided by the unchanging principle that the source of authority and governance can only be the right of those governed or of their appointed bodies to appoint, supervise and recall those who govern. A democratic system of government will be the more successful the more profoundly the concept of democracy is recognised in other spheres of society. Civics education in school has to start from the conception that politics is governed by values. Peace, liberty, equality and justice are basic values which must underlie any organised form of society and thus any political action. However, it must be kept in mind that these fundamental values are frequently at odds with one another, and that even where initial perceptions are identical, opinions on their realisation in a given situation may differ. Starting from the above-described values, civics education takes place in three interdependent areas—

1. Civics education means providing knowledge and understanding:
Students should learn about the systems and arrangements of political, cultural and economic life. They should receive factual information on the historical and societal roots of such systems and perceive the forces and interests acting within them.
2. Civics education means developing skills and insights:
Students should learn to recognise the interaction of politics, culture and economics and make critical judgements. Insights into the elements of socio-political decision-making processes (the bodies vested with social and in particular political responsibility, their objectives and values, their interests; decision-making and action processes; distribution of power) should provide the foundation for the development of personal opinions which enable the individual to assume personal responsibility in shaping our society.
3. Civics education means inspiring individuals with the will to act responsibly:

Civics education intends to awaken and foster willingness in the students to contribute actively to the shaping of political processes. Students should be willing to translate decisions which are prompted by their own value judgements into politically responsible action, even when they are exposed to pressure and when they have to disregard their own interests.

Civics education is the mandate of all teachers. Hence it is an integral educational principle to be implemented within the scope provided by school type, grade and subject in accordance with the aims set forth in Part II. The opportunities offered by subject teaching must be used as must those offered by the teacher's pedagogical competence. Co-ordinated co-operation of all teachers should be sought.

II. Description of Civics Education as an Integral Educational Principle

Civics education as an integral educational principle seeks to achieve the following objectives within the framework of the various curricula—

1. Civics education aims to enable students to recognise the types and conditionalities of societal structures (interests, norms, values; governance, power, distribution of power; political institutions).

2. Civics education should convince students that democracy is not restricted to the mechanical observance of its rules but demands a high level of commitment; this should generate the will to use responsibly, jointly or severally, all feasible ways of influencing the democratic formulation of political demands and objectives.

Students are to be 'politicised' in the sense that they should be able to recognise options of participating in political life, so as to legitimately represent their own interests as well as the concerns of others, and to act in the public interest.

3. Civics education is intended to train students in thinking of political alternatives, thereby generating a tolerant mind-set towards those of different political persuasions.

Students should become aware that in a democratic community, personal courage is often required in pursuing legitimate interests and that majority decisions must be respected, provided they have been made in a democratic manner and are in conformity with the principles of the fundamental human rights.

4. Civics education is to give students an understanding of the tasks of military defence which are to preserve democratic liberties, the constitution and the rule of law, independence and the territorial integrity of our Republic. In this context, special mention should be made of the defensive nature of our military policy as well as of civil protection issues and economic precautionary measures.

5. Civics education should promote the ability and readiness to advocate inviolable values such as liberty and dignity, to eliminate prejudices and to champion the cause of the disadvantaged; it should provide the insight that the establishment of a fair system of peace is necessary for the

survival of humankind; it should clarify that an all-out global effort is required to achieve this aim which must be perceived as a personal responsibility by every individual.

III. Basic Information for Designing Civics Education Classes

The integral educational principle of civics education must be guided by the idea that learning is based on experience and understanding and that cognition and knowledge may be gained through action. Class teaching will, therefore, have to be supplemented by practical experience of democratic attitudes and behaviour. With this in mind, students should use the opportunities for autonomous, responsible action provided by the School Education Act.

An important key to civics education is found in the social experience of students. Learning will, therefore, have to be based primarily on students' experience.

Civics education must be guided by the pedagogical principle that statements and judgements must always include dissenting convictions; it must be pointed out that in a democracy, different values and opinions may co-exist, provided they are committed to or do not violate the fundamental values of our society. Opposing interests should be openly set forth and different opinions should be vented in a dialogue, since discussion is crucial in reaching consensus or compromise. This method of teaching and education calls for considerable expert knowledge and commitment on the part of the teacher and for his/her ability to enter into students' interests in a spirit of partnership. Aware of the frequently strong links between teachers and students, teachers will refrain from using civics education to promote their own views and political opinions. If a situation requires teachers to present their own convictions, they will take great care not to discredit dissenting opinions and to enable students to keep a critical distance from the teachers' personal standpoints. Practising civics education as an integral educational principle thus poses a major challenge to all of a teacher's skills and makes similar demands on the students. Students will be required to assist in implementing the integral educational principle within the scope of opportunities provided, in particular, by the School Education Act.

Civics education will be successful, especially when schools and parents use the existing facilities for cooperation (school community committees, parents' days, parents' associations); this is an obvious conclusion derived from the fact that parents bear the main responsibility for the overall education of their children.

Concerted efforts of teachers, students and parents will provide the best possible conditions for Austrian schools to make their contribution to the shaping of the political culture in our country.

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GZ 33.464/6 19a/78—reannounced with GZ 33.466/103-V/4a/94; translation by Erika
Obermayer

Annex 2

University lectures and units 2004–05

University of Vienna, Department of History

Nr. 729379 VO Widerstand und Verfolgung in Österreich 1938–45

Nr. 729348 FS PI 'Mauthausen' überleben: Lebensgeschichten und Erinnerungskulturen in Europa, Israel und USA (Teil1)

Nr. 729443 FS Forschungsseminar: Nationalsozialistische Lagersysteme in Wien 1938 bis 1945

Nr. 704556 SE Seminar für Zeitgeschichte: Hochschulen und Wissenschaften im Nationalsozialismus und danach

Nr. 729372 SE Nationalsozialistische Geschlechterpolitik, Volkstumspolitik und Rassenpolitik, Deutsche und Polen im Zweiten Weltkrieg

Nr. 729753 SE Polen im zweiten Weltkrieg

Nr. 729345 EX Exkursion: Gesellschafts- und gegenwartsgeschichtliche Aspekte des Widerstandes im Salzkammergut während der NS-Zeit

Nr. 729383 EX Exkursion: Melk-Mauthausen-Hartheim. Geschichte der Konzentrationslager und ihrer Repräsentation in Gedenkstätten

University of Innsbruck, Department of History

Nr. 622005 PS Zeitgeschichte: Südtirol von 1939 bis heute

Nr. 617103 SE Neuzeit: Widerstand im Dritten Reich

Nr. 617405 Fachdidaktik IV: Nationalsozialismus und Holocaust in der Unterrichtspraxis

Nr. 622015: VU Zeitgeschichte: Die NSDAP in Südamerika

University of Salzburg

Nr. 312036 Antisemitismus in Europa von 1945 bis zur Gegenwart

Nr. 312032 Mauthausen—erzählen, erinnern, gedenken. Eine KZ-Gedenkstätte im Wandel.

Nr. 312152 NS-Herrschaft in Oberösterreich und ihre Folgen.

University of Graz

Nr. 505714 Der Holocaust: Seine Geschichte und Geschichtsschreibung.

University of Linz

Nr. 236006 Geschichte Europas im Zeitalter der Weltkriege 1914–1945

Nr. 236003 Geschichte der NSDAP II (1933–1945)

Nr. 236001 Geschichte Europas im Zeitalter der Weltkriege 1914–1945

Nr. 236024 Kultur der Erinnerung. Österreichische Gedächtnisorte des Nationalsozialismus (incl. Exkursion)

Nr. 236006 Alltagskulturen im Nationalsozialismus

Nr. 536000 Frauenleben in Oberösterreich 1933–1945

University of Klagenfurt

Nr. 220605 Kollaboration und Widerstand im zweiten Weltkrieg

Nr. 220613 Von der Entfesselung des Zweiten Weltkrieges zum Auseinanderbrechen der sozialistischen Staatengemeinschaft

Nr. 220640 Vom Umgang mit der österreichischen Vergangenheit nach 1945
Nr. 220672 Die Todesopfer von Widerstand und NS-Verfolgung in Kärnten

Annex 3

Statistics for Concentration Camp Memorial Mauthausen

Table 1

Table 1: Statistics on Visitors to Concentration Camp Memorial Mauthausen 2004 (January–September) by age and school type

Age	AHS	ASO	BBHS	BS	HS	PL	PÄDAK	UNI	Total
< 14	0				302		0		302
14	3,359	97			28,170		0		32,724
15	2,561	17	381	455	1,632	86	0		5,132
16	2,207		458	227			0		2,892
17	1,763	10	867	1,142				0	3,782
18	1,132		858	181			0	0	2,171
19	117		339	43			0	0	499
20			0	128			0	112	240
21			0				0	0	0
22			0				0	89	89
> 22	0		716				0		716
Total:	11,139	124	3,619	2,176	30,104	86	0	201	48,547

Table 2

Table 2: Statistics on Visitors to Concentration Camp Memorial Mauthausen 2004–by Federal Province and school type

School type	Burgenland	Kärnten	Nieder- österreich	Ober- österreich	Salzburg	Steiermark	Tirol	Vorarlberg	Wien	Total
AHS	106	460	2,001	2,551	704	882	249	126	4,060	11,139
ASO	0	0	10	35	11	0	0	0	68	124
BBHS	293	233	404	613	303	721	217		835	3,619
BS	0	29	330	1,024	67	180	217	62	267	2176
HS	659	1,353	6,230	11,239	2,582	3,207	1995	1,113	2,824	31,202
PÄDAK	0	0	0	0	0			0		0
PL	0	0	36	50	0	0	0	0		86
UNI				77	49		35	0	40	201
	1,058	2,075	9,011	15,589	3,716	4,990	2713	1,301	8,094	48,547

AHS Secondary academic school (lower and upper level)
ASO Special needs schools
BBHS Secondary schools and secondary colleges
BS Vocational schools

HS	Lower secondary school
PÄDAK	Pedagogical academy
PL	Pre-vocational Year
UNI	University

Annex 4

Publications and Links

Publications:

- *Österreicher und der zweite Weltkrieg* (Austrians and World War II), Wien, 1989
- *Vertreibungsschicksale. Jüdische Schüler eines Wiener Gymnasiums 1938 und ihre Lebenswege* (Fates of Expelled Jews. Jewish Students of a Viennese Gymnasium Secondary School and Their Lives), Wien, 1999
- *Die Wannsee-Konferenz vom 20. Jänner 1942. Planung und Beginn des Genozids an den europäischen Juden* (The Wannsee Conference on January 20, 1942. Planung and Beginning of the Genocide of European Jews). Berlin, 1998
- *Wendepunkte und Kontinuitäten. Zäsuren der demokratischen Entwicklung in der österreichischen Geschichte* (Turning Points and Connections of Democratic Development in Austria's History), Innsbruck-Wien, 1998
- *Vokabular des Nationalsozialismus* (National Socialist Language), Berlin-New York, 2000
- *Enzyklopädie des Nationalsozialismus* (An Encyclopedia of National Socialism), München, 1998
- *Annäherungen an Mauthausen. Beiträge zum Umgang mit einer Gedenkstätte* (An Approach to Mauthausen. Papers on Dealing with a Memorial) Linz, 1997
- *Concentration Camp Ebensee* (Exhibition Catalogue of the Permanent Exhibition at the Concentration Camp Ebensee Memorial Site), Ebensee, 1997
- *NS-Herrschaft in Österreich*. Wien, 2000
- *Holocaust und Nationalsozialismus*, Innsbruck-Wien, 2002

Informationen zur Politischen Bildung:

- *Wieder gut machen? Enteignung, Zwangsarbeit, Entschädigung, Restitution. Österreich 1938–1945/1945–1999* (Restitution? Expropriation, Slave Labour, Compensation, Restitution. Austria 1938–1945/1945–1999), (=Sonderheft), Innsbruck-Wien, 1999
- *Gedächtnis und Gegenwart. HistorikerInnenkommissionen, Politik und Gesellschaft* (=Heft 22), Innsbruck, 2004

Literary Publications:

- Martha Blend. *A Child Alone. Library of Holocaust Testimonies*. (Ich kam als Kind. Erinnerungen), Wien, 1998
- Victor Klemperer. *LTI Notizbuch eines Philologen* (LTI Notebook of a Philologist), Leipzig, 1975
- Alois Kaufmann. *Totenwagen. Kindheit am Spiegelgrund* (Hearse. Childhood at the Spiegelgrund Clinic), Wien, 1999

Links:

www.bmbwk.gv.at/politische-bildung (Federal Ministry of Education, Science and Culture)

www.erinnern.at (Projekt „Nationalsozialismus und Holocaust“)
www.mauthausen-memorial.at (Gedenkstätte Mauthausen)
www.ebensee.org (KZ-Gedenkstätte und Zeitgeschichtemuseum Ebensee)
www.schloss-hartheim.at (Lern- und Gedenkort Schloss Hartheim)
www.doew.at (Dokumentationsarchiv des österreichischen Widerstandes)
www.schule.at/politische-bildung (Austrian School Portal)
www.politische-bildung.at (Service Desk Civic Education)
www.nationalsozialismus.at
www.historikerkommission.gv.at
www.kristallnacht.at (Novemberpogrom: Zeitzeug/innenberichte, -videos)
www.jm-hohenems.at (Jüdisches Museum Hohenems)
www.jmw.at (Jüdisches Museum Wien)
www.gedenkstaettesteinhof.at (Geschichte der NS-Medizin)